**Conflict Resolution—3rd grade**

**1) Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.**

The report card for Newport News City School District showed a steady increase in the amount of offenses against other students occurring within the schools from 2008 to 2011. In order to reverse this trend, the school district mandated all school counselors implement a research based prevention program to thwart school violence ([www.doe.virginia.gov](http://www.doe.virginia.gov)). Conflict is a natural occurrence in life, but when handled inappropriately conflict can cause problems such as unsafe school environments, loss of classroom management, and can even affect social and emotional development of the students (Jones 2000). If students deal with conflict aggressively, fights, threats, and insults can ensue. If they chose to deal with conflict passively than bullying can occur and students expecting an authoritative figure to always resolve the problem can take away from academic learning. (Asherman 2002). A survey given to the teachers stated that teachers were personally engaged in conflict resolution on average 3-5 times during the school day. The surveys also indicated that the majority of conflict occurred between only a handful (3-5) of students in a class. The administrator of the school recommended a conflict resolution group setting to address some of these issues. It has been reported that conflict resolution education programs increased ‘students’ academic achievement, positive attitudes toward the school, assertiveness, cooperation, communication skills, healthy interpersonal and intergroup relations, constructive conflict resolution at home and school, and self-control’ as well as improve the school and classroom climate’. Studies show that students developed an understanding of conflicts and improved their skills in handling conflicts constructively following the implementation of conflict resolution programs. In addition, researchers reported a decrease in violence, physical aggression and harassment as well as a reduction in the time teachers spent on conflicts and discipline. (Jones 2000) Each teacher recommended a list of students for a conflict resolution group and the counselor attained behavior records for each student. The group consists of students recommended by teachers with at least 2 incidents on their behavioral chart.

**2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.**

Students will employ cooperative resolution methods when conflicts arise.

**3) Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).**

Objective 1: When given a conflict situation, the student will be able to create a win/win resolution.

Objective 2: Students will take an unequal (greater than or less than) conflict resolution and create a resolution that is equal for all parties.

**4) Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).**

Objective 1: The students will write an “I” statement to be used in a conflict that is reoccurring in their lives.

Objective 2: Students will use oral speaking skills to formulate an “I” statement and/or engage in active listening during a role play.

**5) Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.**

Data-driven, needs-based programming is important because it validates how a school counselor uses her time. It gives solid proof for why the school counselor position is valuable as well as justification for why certain programs are in place. It also ensures that the counselor is meeting the specific needs of her students. The counselor can create appropriate, effective programming only after data has been collected which will show the deficiencies of her students. Needs-based inquiries also allow counselors to collaborate with many different stakeholders. If a counselor sincerely wants to help her students, it is important to collect data from many different stakeholders in order to get a comprehensive understanding of how to best aid the students.

**Component #2: Research- Supported and Standards-Based Content**

1) Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title of Session #1:** I Statements

**Brief Summary of Session:** This is the fourth of six sessions. This is the first session in the working stage. The students have already started to formulate relationships and the previous session entailed some transitional activities that included creating a list of situations or people that the group members deem cooperative conflict resolution to be difficult. The key concept of discussion was for the students to understand that conflict is a part of life and the importance of stopping a conflict before it evolves into a harmful situation**.** In this session, the students will focus on the second step of resolution which is UNDERSTAND (listening and sharing feelings).

**Theoretical Orientation:** Reality/Choice Theory

**Specific Group Technique:** role play, journaling

**Structure:** This psychoeducational conflict resolution group consists of six sessions of 3rd grade students. Each session will meet from 12:30-1:00 during scheduled recess time for the third grade classes. Because of conflict offenses, the students are not allowed to participate in recess until the completion of conflict resolution class. The students will meet in the counselor’s office which has adequate space for the 6 children to meet. The class will be offered on a continual cycle as needed.

**Materials/ Media:** “I” Statement template poster, feeling word chart, student journals, Resolution Steps Poster

**Core ASCA Standard(s):** Standard 7: students will acquire the attitudes, knowledge and interpersonal skills help them understand and respect self and others.

**Core State Academic Standard(s):** Oral Language 3.1 The student will present brief oral reports. (speak clearly, use appropriate volume and pitch, speak at an understandable rate, organize ideas sequentially or around major points of information, use grammatically correct language and specific vocabulary to communicate ideas)

**Objectives:** Objective 1: The students will write an “I” statement to be used in a conflict that is reoccurring in their lives.

Objective 2: Students will use oral speaking skills to formulate an “I” statement and/or summarize another’s student’s “I” statement.

**Assessments**: Observation during Role play (Objective 2), journal entry (Objective 1)

**Procedures/Instructional Strategy:**

Initial: The counselor reviews the group rules and confidentiality statement with the group members. Group Rules are

1. Be Open to Change

2. Be a Good Listener

3. Be Respectful

After that the counselor will ask the students share any thoughts they might have about the previous session. The counselor will ask about the realities of conflict (always going to happen), the importance of stopping the conflict before something negative happens. The counselor will ask if students thought of other situations in which they struggle with conflict. In addition to that, the counselor might ask if a student possibly stopped a conflict before it escalated.

The counselor will then talk about the next skill in conflict resolution which is “understand the problem”. The counselor will ask the students to share what it means to “understand the problem”. The answer is two parts: sharing feelings and listening. The counselor will ask how we can show we are listening. (By repeating in our own words what a person said). The counselor will have someone practice reflecting listening (Kuehn, 2011)

The counselor will take a scenario and have a student create an “I” statement. The counselor will post the template for the students to fill in the blanks. (Denton 2000)

"When you \_\_ (action) \_\_\_\_\_\_\_, I feel \_\_ (emotion) \_\_\_, because \_\_\_\_\_\_\_\_, so what I would like is \_\_\_\_\_\_\_ (agreeable action) \_\_\_\_\_\_\_\_." A feeling chart will be available if the student needs help describing what they are feeling.

The counselor will give a few more situations where students can practice using feeling words and reflective listening.

The counselor will then pair the students off and have them create role plays following this process

Create a scenario (the counselor will have scenarios if needed), person A speaks an “I” statement, Person B repeats.

Each group will be allowed to do their role play.

After each group has presented, the counselor will ask the students to think about a reoccurring conflict in their life and write an “I” statement about it in their journal.

The counselor will then ask the students to think about actually using that “I” statement. What type of feelings are you experiencing? Do you think this is something that will be easy to do in your life? Difficult? Why?

**Homework/Ownwork**:

The counselor will encourage the students to continue to STOP during conflict as well as try to UNDERSTAND feelings. The teacher will encourage students to look for opportunities to use an “I” statement

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title of Session #2:** Win/Win

**Brief Summary of Session:** This is the fifth of six sessions. This is the second session in the working stage. The students have already started to formulate relationships and the previous sessions have discussed the first two steps to conflict resolution—Stop and Understand. The key concept of discussion was the importance of sharing feeling and listening for understanding**.** In this session, the students will focus on the third step in resolution which is RESOLVE (resolving conflicts in a way that benefits all parties)

**Theoretical Orientation:** Reality/Choice Theory

**Specific Group Technique:** modeling/role play, journaling

**Structure:** This psychoeducational conflict resolution group consists of six sessions of 3rd grade students. Each session will meet from 12:30-1:00 during scheduled recess time for the third grade classes. Because of conflict offenses, the students are not allowed to participate in recess until the completion of conflict resolution class. The students will meet in the counselor’s office which has adequate space for the 6 children to meet. The class will be offered on a continual cycle as needed.

**Materials/ Media:** student journals, Resolution Steps Poster, Feelings chart, “I” statement template.

**Core ASCA Standard(s):** Standard 7: students will acquire the attitudes, knowledge and interpersonal skills help them understand and respect self and others.

**Core State Academic Standard(s):** Number and Number Sense 3.1.c compare two whole numbers between 0 and 9,999, using symbols (>,<, or =) and words(greater than, less than, or equal).

**Objectives:** Objective 1: When given a conflict situation, the student will be able to create a win/win resolution.

Objective 2: Students will take an unequal (greater than or less than) conflict resolution and create a resolution that is equal for all parties.

**Assessments**: journal activity, class participation/observation

**Procedures/Instructional Strategy:**

The counselor will ask the students to review confidentiality, group rules, and knowledge from the previous sessions (STOP, UNDERSTAND, “I” statements, etc)

The counselor will ask if anyone would like to share about happenings since our last session. Did anyone have the opportunity to use an “I” statement outside of group? Allow the members to share and also reflect.

The counselor will add the third step to resolution which is WIN. The goal of this step is for both people to create a peaceful resolution (Hakvoort 2010) . In math class, you use terminology of greater than, less than, and equal to. In conflict resolution, we do not want greater than and less than situations, we want equal solutions.

The counselor will give a scenario complete with resolution which is unequal. The counselor will facilitate a discussion with the students. The counselor will introduce the terminology of win/win, lose/lose, or win/lose. The goal is to get the situation resolved into a win/win scenario (DeVictor 2001).

The counselor will then chose a student to model a complete conflict resolution using STOP UNDERSTAND WIN.

The counselor will have each student describe a real conflict from their past that they did not resolve appropriately. The student will rework the conflict and create a scenario that could have been a win-win situation for all parties involved.

The students will have the opportunity to share their thoughts and receive feedback for their peers.

**Homework/Ownwork**:

The counselor will encourage the students to utilize these resolution steps in everyday situations. The counselor will then open the floor for discussion for students to discuss implications of this as well as feelings associated with it.

4) Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.

It is important for counselors to use research supported techniques and materials because our goal is to help students and to not harm them. Research allows us to use appropriate techniques in appropriate settings. In addition to not harming our students, counselors want to be effective. Research-based theory and techniques also justifies why we created a program the way we did and gives us the best chance at obtaining the results we want to get. Understanding the theories gives us structure as to the relationship between leader and clients, the focus of our interventions, and useful techniques.

**Component #3: Ethical, Legal, Multicultural**

**1) Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.**

Legal considerations for this group include confidentiality, parental consent, and participation. The counselor discussed confidentiality issues with each student and had each one agreed to the terms. Prior to the beginning of the group, the counselor was involved in a parent conference to discuss the student’s discipline issues and the parents were made aware of the conflict resolution group being offered asked to give their consent at that time. Ethically, the counselor is working within her expertise and is presenting a group that is grounded in research- and standards-based.

**2) Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).**

**3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.**

The group is constructed in a culturally sensitive manner. The counselor acknowledges that conflict resolution strategies (positive and negative) are affected by cultural and home environment. The students will have the freedom to explore the three steps of conflict resolution within their cultural identity and framework. The counselor will allow freedom of expression amongst all students while protecting each individual against attacks of prejudices, biases, and other acts of intolerance.

**4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.**

It is important to address issues of ethics, legality, and professionalism because those measures are in place to protect both the client and the counselor. Understanding those concepts ensure that a counselor creates groups that are accessible and applicable to a wide variety of students. If a counselor is using ethical, legal, and professional guidelines to guide a program, every student in the school will be serviced by the counselor. Counselors will also use valid, researched techniques and theories to help the students as well as determine who is an appropriate fit for each group. Above all, the counselor must have the health of the child in mind at all times. A student should feel safe during a group session and feel empowered as they leave. The three components of ethics, law, and professionalism give a framework for counselors to be effective.

**Component #4: Program Evaluation**

**1) Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**

1. What is an appropriate response to being teased by a friend?

A. Your clothes are just as dumb as mine

B. You shouldn’t tease me because that makes you a bully

c. When you tease me, I feel helpless because my mom won’t let me buy my

own clothes.

2. To resolve a conflict, I should

A. Speak clearly and calmly

B. Yell louder than the other person

C. Use physical actions

**2) Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**

1. I feel good after a conflict if

A. I get what I want

B. I do what the other person wants

C. We both walk away feeling good

2. A successful conflict resolution ends in a

A. lose-lose

B. win-win

C. lose-win

**3) Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling**

It is imperative that a counseling program is driven by evaluation and outcomes because it keeps the counselor accountable for the action and the direction of their program. Evaluation lets the counselor know if the program designed is causing the kind of change that the counselor intended it to change. The outcome of assessing allows a counselor to have proof that their interventions were successful and also data to validate the school counselor position. Evaluating assessment data protects the students as well as guides the counselor on what changes need to be made in the program.

**Component #5: Scholarly Writing**

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State Bar Foundation. Retrieved from <http://www.njsbf.org/images/content>

/1/1/11155/CR%20Elementary%20Volume%20II.pdf

Hakvoort, I. 2010. The conflict pyramid: a holistic approach to structuring conflict resolution

in schools. *Journal of Peace Education,* 7(2). 157-169.

Jones, T.(2000). "Conflict Resolution Education: Goals, Models, Benefits and Implementation".

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